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AUTHOR Van der Vynckt, Susan; Barclay, Ellen
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ABSTRACT

This guide provides an introduction to the "UNESCO Sourcebook for Classroom Nutrition Teaching-Learning," which is designed for both actual classroom use and as teacher-training support material, with lesson plans, teaching methods, and learning activities. Nutrition information is presented in such a way that important concepts are not limited to nutrition and health classes, but can also be integegrated into different subject areas within the general school curricula, including science, language arts, mathematics, social studies, and agriculture, as well as school meals. Lessons are provided in each subject area to cover related nutrition and health topics. This introduction to the Sourcebook first presents a brief list of some potential uses for the volume. The format of the book is described, and selected actual lesson plans from the Sourcebook are presented: (1) "Eating Good Food to be Healthy"; (2) "Night Blindness and Sick Eyes"; (3) "Eating Nutritious Foods for Healthy Eyes"; and (4) "Planning a School Garden." Appended are charts outlining the contents of the Sourcebook including topics and lesson presentations in each section. For each key topic, related lessons in other subject areas are indicated. (JD)

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Nutrition education series

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Issue 8

The Unesco resource pack for nutrition teaching-learning

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NUTRITION EDUCATION SERIES

8

THE UNESCO RESOURCE PACK

FOR

NUTRITION TEACHING-LEARNING:

An Introduction to Volume I

UNESCO NUTRITION EDUCATION PROGRAMME

PARIS

Susan Van der Vynckt, Ph.D.
Programme Specialist

Ellen Barclay, M.Sc.
International Consultant

Division of Science, Technical
and Vocational Education

United Nations Educational, Scientific
and Cultural Organisation

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PREFACE

The purpose of this publication is to introduce the new Unesco Resource Pack for Nutrition Teaching-Learning to persons, organizations, institutions, and government ministries interested in nutrition and health education.

A world-wide team of nutrition and health educators are actively involved in the preparation and field-testing of the different source-books in this resource pack. It is hoped that readers will forward their reactions to the Unesco Resource Pack using the response sheet provided.

Unesco is still searching for outstanding nutrition teaching-learning materials for inclusion in Volume V of the Resource Pack: a World-wide Directory of Nutrition Teaching-Learning Resources.

The views expressed in this publication are those of the contributors who represent a variety of backgrounds and do not necessarily represent the opinions of Unesco. None of the contributions should be taken as reflecting the position of Unesco concerning the legal of the countries or territories mentioned, the authorities governing those countries or territories, or their boundaries and frontiers.

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* WOULD YOU (OR YOUR COLLEAGUES) BE INTERESTED IN USING THE RESOURCE PACK? (PLEASE CIRCLE YOUR REPONSE)

YES NO

* IF SO, WHICH VOLUMES? (PLEASE CHECK (X) BELOW)

(1) ALL FIVE VOLUMES _____

(2) VOLUME I - SOURCEBOOK FOR CLASSROOM NUTRITION TEACHING-LEARNING _____

(3) VOLUME II- SOURCEBOOK FOR NON-FORMAL OUT-OF-SCHOOL NUTRITION TEACHING-LEARNING _____

(4) VOLUME III- SOURCEBOOK FOR TRAINING IN NUTRITION TEACHING METHODS _____

(5) VOLUME IV- EASY-TO-MAKE TEACHING AIDS _____

(6) WORLD-WIDE DIRECTORY OF NUTRITION TEACHING-LEARNING RESOURCES _____

PLEASE RETURN YOUR RESPONSE SHEET AT YOUR EARLIEST CONVENIENCE TO:

S. Van der Vynckt, Ph.D.
Unesco
Division of Science and Technical Education
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75700 Paris FRANCE

* *

UNESCO IS STILL INTERESTED IN RECEIVING ANY NUTRITION TEACHING-LEARNING MATERIALS FOR INCLUSION IN THE WORLD-WIDE DIRECTORY OF NUTRITION TEACHING-LEARNING RESOURCES.

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IDEOLOGY OF THE UNESCO RESOURCE PACK FOR NUTRITION TEACHING-LEARNING

The overwhelming response to Unesco's world-wide search for nutrition teaching materials has enabled Unesco to begin the creation of A Resource Pack for Nutrition Teaching-Learning. The five-volume pack is being developed from a carefully selected combination of educational materials received from hundreds of persons, organizations, institutions and government ministries around the world involved in nutrition and health education. This innovative and timely resource is based on participatory learning and teaching, and is the result of the participation and immense interest of these individuals, groups and governments in improving nutrition through education.

As nutrition education materials were reviewed, specific topics of nutrition and nutrition-related health issues emerged again and again. These topics form the foundation of the two major volumes of the resource pack; a Unesco Sourcebook for Classroom Nutrition Teaching-Learning and a Unesco Sourcebook for Non-formal, Out-of-School Nutrition Teaching-Learning. In each of these sourcebooks, a variety of teaching methods, materials and ideas have been selected to cover the key topics. These volumes provide information and appropriate learning activities for the teaching of nutrition both in and out

of school.

A third volume of the Unesco Resource Pack consists of guidelines for participatory nutrition teaching. This Sourcebook for Training in Nutrition Teaching Methods is designed to be easily incorporated into training curricula for those involved in both formal and non-formal education (ie. trainers, supervisors, teachers, curriculum developers, community workers, etc.) Included in this sourcebook are training methods for teaching skills and techniques necessary to facilitate effective nutrition learning. The sourcebooks for classroom and non-formal nutrition teaching-learning are the support materials for this volume.

The fourth volume of the resource pack presents a selection of simple and inexpensive teaching aids which have been used successfully for nutrition education in developing countries. Easy-to-Make Teaching Aids provides instructions for ways to animate teaching and to stimulate learners to actively explore the important problems and issues of nutrition and health. This handbook complements the three sourcebooks in the Unesco Resource Pack.

It has been an enormous task to review, select and restructure the thousands of materials received for the Unesco Resource Pack for Nutrition Teaching-Learning. Since it is impossible to include all materials in the resource pack, a World-wide Directory of Nutrition Teaching-Learning is

being prepared. This directory will provide information on nutrition and nutrition-related health education around the world. It is hoped that this volume will promote an exchange of information among those interested in sharing their ideas and activities with others.

A UNESCO RESOURCE PACK

FOR NUTRITION TEACHING-LEARNING

VOLUME I	-	UNESCO SOURCEBOOK FOR CLASSROOM NUTRITION TEACHING-LEARNING
VOLUME II	-	UNESCO SOURCEBOOK FOR NON-FORMAL OUT-OF-SCHOOL NUTRITION TEACHING-LEARNING
VOLUME III	-	UNESCO SOURCEBOOK FOR TRAINING IN NUTRITION TEACHING METHODS
VOLUME IV	-	EASY-TO-MAKE TEACHING AIDS
VOLUME V	-	WORLD-WIDE DIRECTORY OF NUTRITION TEACHING-LEARNING RESOURCES

UNESCO SOURCEBOOK FOR CLASSROOM NUTRITION TEACHING-LEARNING

I. Introduction

The first volume of the Unesco Resource Pack, the Source-book for Classroom Nutrition Teaching-Learning has been completed and is currently being field tested in developing countries around the world. This book is an educational tool for participatory nutrition teaching-learning. It is designed for both actual classroom teaching use, and as teacher-training support material, complete with lesson plans, teaching methods and learning activities.

Nutrition information is presented in such a way that important concepts are not limited to nutrition and health classes, but can also be integrated into different subject areas within general school curricula. Key topics of nutrition and health have been grouped into six different subject areas; science, language arts, mathematics, and social studies, as well as agriculture and eating-at-school (school meals). Lessons are provided in each subject area to cover related nutrition and health topics.

INTEGRATING NUTRITION INTO THE GENERAL SCHOOL CURRICULUM

KEY NUTRITION AND HEALTH-RELATED TOPICS	SUBJECT AREA
- Nutrition and Food Groups - Planning Healthy Diets - Importance of Vitamin A	SCIENCE
- Dental Care - Diarrhea - Making Compost	LANGUAGE ARTS
- Importance of a Morning Meal - Clean Food and Clean Water - Safety When Cooking	EATING-AT-SCHOOL
- Planning School Gardens - Growing Good Nutritious Food - Gardening Techniques	AGRICULTURE
- Nutrition and Malnutrition - Growth Measurement Techniques	SCIENCE AND MATH
- Special Foods for Special People - Breastfeeding - Community Health - Immunisations	SOCIAL STUDIES

The Classroom Sourcebook does not present a set of rigid and inflexible rules for the teaching of nutrition, but rather offers a selection of exciting approaches and ideas for conveying the important concepts of nutrition and health. Teachers are encouraged to identify learner needs and to adapt, revise, expand or modify their teaching accordingly. Participatory teaching methods, accompanied by simple and appropriate learning activities for creative, relevant teaching-learning constitute the basis of this sourcebook.

Learning better nutrition goes beyond gaining new knowledge to actually adopting improved nutrition and health practices. Students must be provided with opportunities to learn both information and skills which they can apply to their daily lives. The Classroom Sourcebook has been developed to facilitate the achievement of this goal.

II. Use of the Unesco Classroom Sourcebook

The use of the Classroom Sourcebook will vary greatly from country to country, from school to school and even from teacher to teacher. Conceived and prepared with this in mind, this sourcebook can be easily adapted to different teaching and learning needs and situations.

Following is a brief list of some potential uses for this volume:

(1) A practical guide for those involved in curriculum planning to integrate nutrition and health into general school curricula.

(2) A teaching tool for daily classroom lessons.

(3) A resource of methods and materials for participatory teaching-learning.

(4) A channel for linking in-school learning with out-of-school activities.

(5) A source of nutrition and health-related information.

(6) An avenue for disseminating innovations in nutrition education from around the world.

THE UNESCO CLASSROOM SOURCEBOOK:

(1) A practical guide for those involved in curriculum planning to integrate nutrition and health into general school curricula.

Nutrition is the basis of good health and is a part of daily life. The Classroom Sourcebook is founded on the principle that nutrition education is interdisciplinary and can contribute to the teaching of other subject matter to make learning more relevant. This sourcebook integrates important nutrition and health-related topics into different subject areas commonly found in school curricula without substantially changing the teaching of these subjects, or the curricula itself.

THE UNESCO CLASSROOM SOURCEBOOK:

(2) A teaching tool for daily classroom lessons.

The Classroom Sourcebook presents key nutrition and health-related topics in lesson plan format. Eighteen topics are included and grouped by subject area (see chart, p.5) Each topic is designated to a subject area and is covered by one or more lessons. Additional lessons to complement and

to reinforce a particular topic can be found in other subject areas (See Appendix.) A reference sheet is included for each subject area to assist teachers with finding related lessons in other parts of the text. Depending on the teaching situation, teachers can use all or a selection of the eighteen nutrition and health topics.

THE UNESCO CLASSROOM SOURCEBOOK:

(3) A resource of methods and materials for participatory teaching-learning.

A wide variety of teaching materials for participatory education such as visual aids (posters, charts, chalkboard preparations, take-home information sheets, etc.), storybooks, plays, artwork (drawings, puppets, flashcards, etc.), and many others are included in this sourcebook. These materials are used to encourage learners to see, hear, read, draw, taste, smell and feel.

The teaching-learning materials in the Classroom Sourcebook represent what teachers and students can and make themselves to create a greater interest in and understanding of the subject-matter. Some are prepared by the teacher; others by the students themselves. Some are used by students to

teach those at home and in the community about nutrition and health. Simple instructions are provided to find and use locally available resources for creative teaching-learning materials.

THE UNESCO CLASSROOM SOURCEBOOK:

(4) A channel for linking in-school learning with out-of-school activities.

For nutrition education to play a part in improving nutrition, the information and skills learned in the classroom must be carried into the homes and communities of the students. The Classroom Sourcebook links in-school learning with out-of-school activities in order to make the nutrition knowledge more applicable to daily life.

This sourcebook gives ideas on ways to discover and make use of available community resources. Opportunities for obtaining information on food availability; food preferences, practices and habits; and nutritional needs of the community are included throughout the text. Teachers are encouraged to involve people in the community who are able to share important knowledge and skills - - - community health workers, parents, agriculturalists, etc. Child-to-child teaching and learning are stressed as important means for promoting

community-wide participation in nutrition education. Other activities encourage students to share information and practices gained at school with friends and relatives. All of these interactions enable teachers and students to assume active roles as facilitators and promoters of improved nutrition within their own families and communities.

THE UNESCO CLASSROOM SOURCEBOOK:

(5) A source of nutrition and health-related information.

The Classroom Sourcebook is a compilation of key nutrition and health-related topics, and the concepts behind them, which form the foundation of nutrition education. Although learner levels, teaching expertise, educational environment, and resource availability will differ from area to area, the information presented in this sourcebook remains basic and essential to the teaching of nutrition. This information is presented simply and clearly to be easily adapted to specific teaching-learning situations.

This sourcebook is intended for world-wide use

and therefore culture-specific details (ie. names of local foods, food composition tables, etc.) could not be included in the text. Teachers themselves will obtain these details and tailor the lessons to their particular teaching and learning needs.

THE UNESCO CLASSROOM SOURCEBOOK:

(6) An avenue for disseminating innovations in nutrition education from around the world.

Nutrition education must be ever-changing. In order to keep pace with today's world, those involved in nutrition teaching-learning must continue to learn from the experiences of others. The Classroom Sourcebook is a combination of nutrition education materials created from experiences in developing countries, and is a means for sharing and communicating these innovations with others. Through this kind of continued sharing nutrition education can become more and more effective. This sourcebook will be up-dated as new and more appropriate means of teaching nutrition are developed.

III. Format of the Unesco Classroom Sourcebook

The Classroom Sourcebook is divided into seven sections. Sections one to six are devoted to different subject areas and the seventh is a guide to preparing a community nutrition presentation. Each section is coloured differently for clear and simple distinction between the various subjects. Two tones of the same colour are used in each section: the first indicating introductory and explanatory material; the second, the actual lesson plan.

The text is presented with large margins, in large-sized print for easy in-classroom use. Throughout the book, drawings and illustrations clarify key concepts and learning activities, as well as provide visual appeal. Examples of posters, charts, picture cards, and other teaching aids are provided along with simple-to-follow instructions for preparing them. Student assignments, hand-out sheets, stories and songs are included with the lesson plans.

Lessons are divided into four main parts; Title, Materials You Will Need, Teaching Objectives, and Lesson Plan. The title describes the topic covered by the lesson. For easy lesson preparation, a complete list of materials needed is provided. The teaching objectives state desired student learning as a result of the lesson. The lesson plan consists

of step-by-step tasks to assist the teacher in planning and presenting information and activities clearly and effectively.

Lesson tasks include various methods and activities for teachers and learners such as discussions, information presentations, demonstrations, small group projects, individual activities, artwork, drama and role-plays, music, and out-of-school assignments. Through step-by-step instructions teachers are provided with a framework for covering the important concepts of each lesson.

Following are selected actual lesson plans from the Unesco Sourcebook for Classroom Nutrition Teaching-Learning. These include:

SCIENCE Lesson 5:	"Eating Good Food to Be Healthy"
SCIENCE Lesson 7-b:	"Night Blindness and Sick Eyes"
SCIENCE Lesson 7-c:	"Eating Nutritious Foods for Healthy Eyes"
AGRICULTURE STUDIES Lesson 1:	"Planning a School Garden"

LEARNING ABOUT THE FOODS WE EAT: LESSON 5

TITLE: EATING GOOD FOOD TO BE HEALTHY

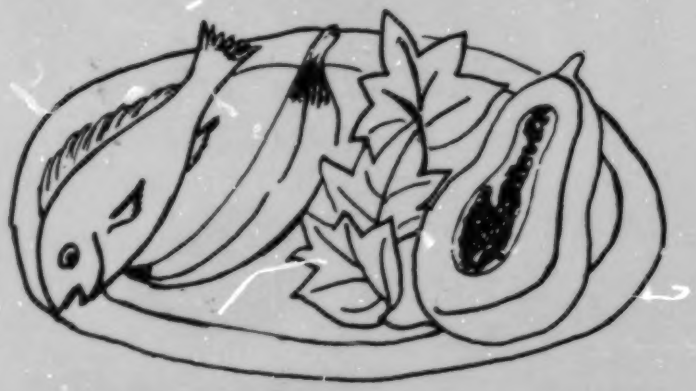
MATERIALS YOU WILL NEED:

- SONG: "Let's Eat Good Food Everyday"
- Stiff paper for making Food Holders and Food Cards
- Pens, coloured markers, scissors, for each small group
- Paper or notebook for each child
- Chalk board

TEACHING OBJECTIVES:

BY THE END OF THE LESSON THE CHILDREN:

1. should know that they need GO, GROW and HEALTHY HELPER FOODS every day for good health.
2. should be able to identify which food groups the foods they eat belong to.
3. should understand that a nutritious meal contains foods from all 3 groups.
4. should have practiced combining foods from the three groups to make a nutritious meal using food cards.



LET'S EAT GOOD FOOD EVERYDAY!

(TUNE: "London Bridge")

Let's eat good food everyday, everyday, everyday!
Let's eat good food everyday,
To keep our bodies healthy!

- -

Foods from 3 groups everyday, everyday, everyday!
Foods from 3 groups everyday,
To keep our bodies healthy!

- -

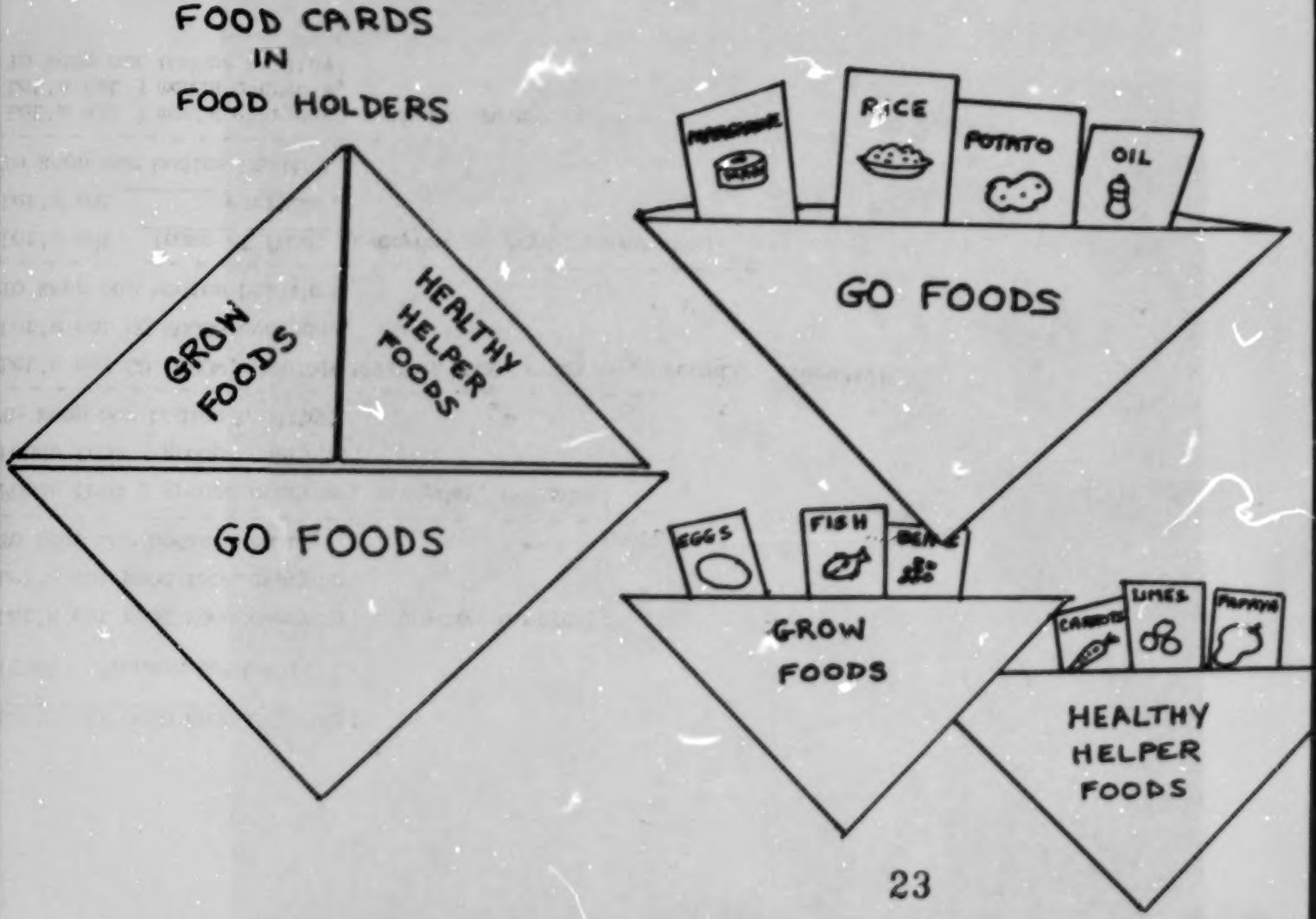
Let's eat GO (GROW, HEALTHY HELPER) FOODS everyday, everyday, everyday!
Let's eat GO FOODS everyday,
To keep our bodies healthy!

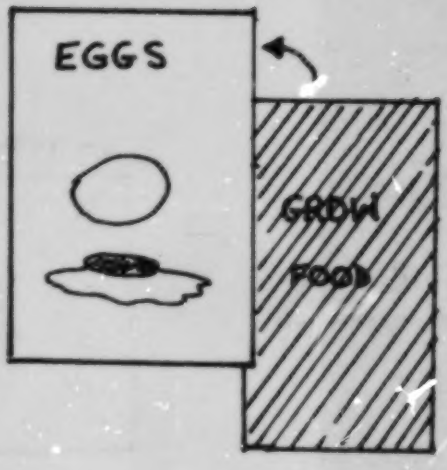
- -

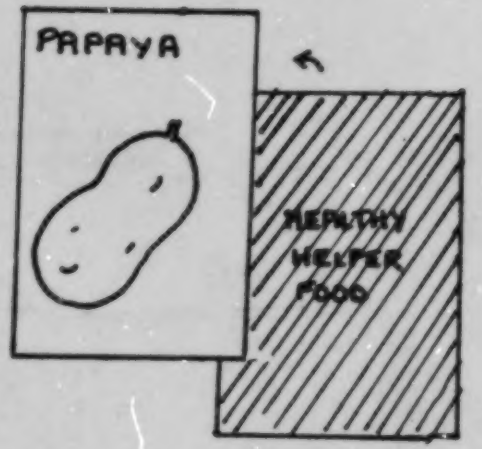
Let's eat __(name of food)__ everyday, everyday, everyday!
Let's eat _____ everyday,
To keep our bodies healthy

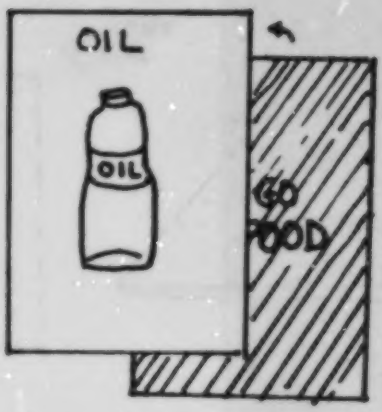
- -

Let's eat 3 meals everyday, everyday, everyday
Let's eat 3 meals everyday,
To keep our bodies healthy!


FOOD CARDS
IN
FOOD HOLDERS
GROW FOODS
HEALTHY HELPER FOODS
GO FOODS
RICE
POTATO
OIL
GO FOODS
EGGS
FISH
GROW FOODS
LIMES
HEALTHY HELPER FOODS





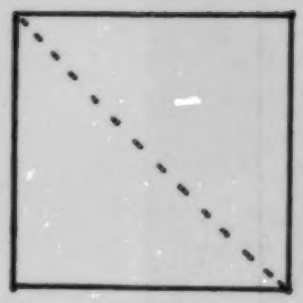


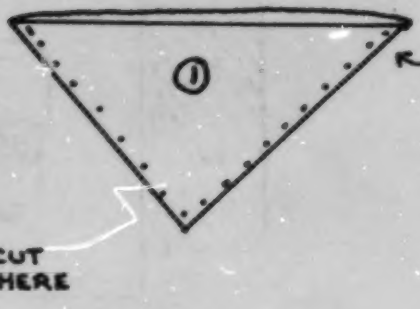
FOOD CARDS

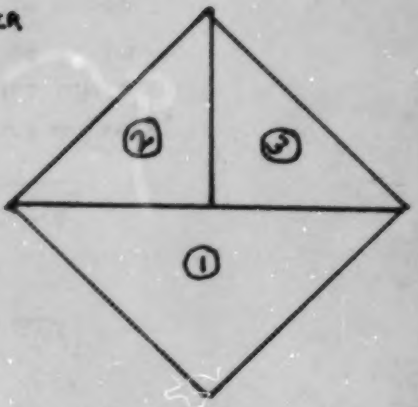
One side shows a food; the other tells which group the food is in.

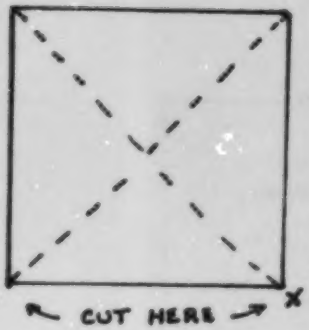
If a food is in more than one group, make a card for each group it is in.

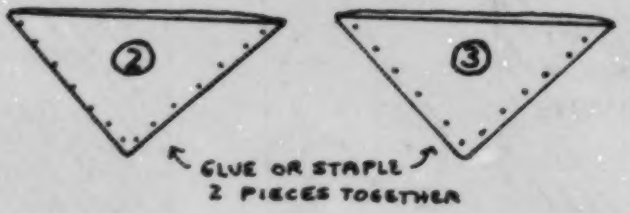
MAKING FOOD CARD HOLDERS



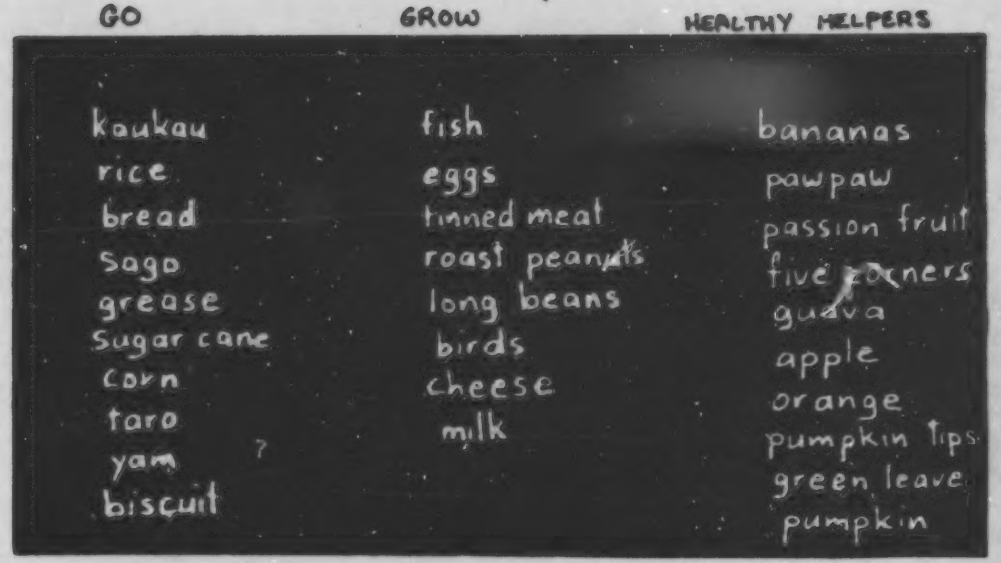








You Will Need: 2 large squares of paper
Scissors, glue or staples



LESSON PLAN:

TASK 1: REVIEW

DO THIS: 1. ASK the children:

- What is something you do everyday? (Allow a few children to answer)
- Do you eat everyday?
- What do you eat everyday?
- Why must people eat everyday?
- What would happen if you did not eat today? How would you feel?
- What three kinds of food do we need every day to be healthy?

(Write GO, GROW and HEALTHY HELPER on the chalk board)

- What are some GO FOODS? GROW FOODS? HEALTHY HELPER FOODS?
  (List on the board under the correct heading)
- What is a new phrase we can write about eating these foods?
  (Allow children to make a phrase that tells "We need to eat GO, GROW and HEALTHY HELPER FOODS everyday to be healthy"

2. WRITE the new phrase on the chalk board.

   Have the children SAY the phrase together.

   Have the children COPY the phrase in their notebooks or on paper.

3. SING "The Food Groups" song together.

TASK 2: FINDING OUT ABOUT EATING GOOD FOOD EVERYDAY

DO THIS: 1. ASK the children:

- What did you eat today?
  (Tick off the names of the foods on the chalk board as children name them)
- Did we eat some GO FOODS?
- Did we eat some GROW FOODS?
- Did we eat some HEALTHY HELPER FOODS?
- What is your favorite food?
  (Allow a few children to answer)
- What kind of food is it?
  (Try to place the foods in the correct group)
- What food do you dislike?
  (Allow a few children to answer)

- Why don't you like it?
- What kind of food is it?
  (Try to place the foods in the correct group)
* - Do you eat the same foods as your mother and father? Your other brothers and sisters?
* - Does everyone in your family eat together?
* - What are meal times in your family?
* - Who eats the most food in your family?
- What do you eat for snacks?

2. TELL the children:
   - We all eat different foods everyday. Some foods we like to eat more than others. We eat certain foods at certain times of day. We eat foods in all

TEACHER'S NOTE: * LISTEN CAREFULLY TO WHAT CHILDREN SAY ABOUT FAMILY FOOD HABITS.

three groups to be HEALTHY.

- Eating good food is very important because without good food we CANNOT BE HEALTHY.
- Today we are going use the foods we have listed on the board and put them together to make GOOD NUTRITIOUS MEALS.

3. WRITE the word NUTRITIOUS on the chalk board. Then write the word NUTRITION.
   ASK the children:
   - Say this word (Point to "nutritious".
   - Now say this word (Point to "nutrition")
   - Can anyone tell me what these words mean?
     (Allow a few children to try)
4. TELL the children:
   - "Nutritious" comes from the word "nutrition".

- "Nutrition" means the science of food, and how food works in people, animals and even plants to make them healthy.
- Let's write that phrase on the chalk board.

(WRITE the phrase;

"NUTRITION is the science of food, and how food works in people, animals and plants to make them healthy"

- Please copy this phrase in your notebooks.
- Now let's say it together.
  (REPEAT the phrase)
- If we say something is "nutritious" we mean that it is good for to eat because it will make our bodies healthy. A nutritious meal is made

up of foods that will make us healthy.

- We have already learned that we need to eat GO, GROW and HEALTHY HELPER FOODS everyday to be healthy.
- A nutritious meal should have GO, GROW and HEALTHY HELPER FOODS to make us healthy, too.
- Let's WRITE that phrase on the chalk board. (WRITE the phrase;

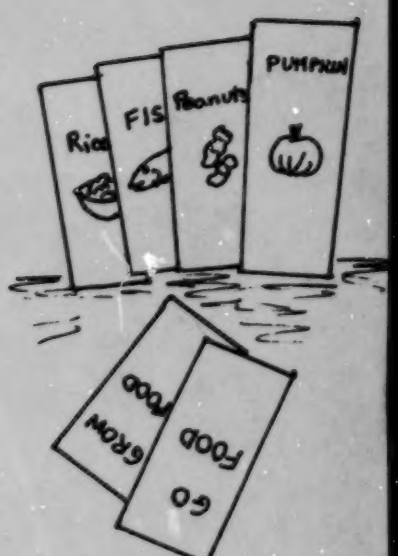
  "A nutritious meal should have GO, GROW, and HEALTHY HELPER FOODS to make us healthy."

- Please copy this phrase in your notebooks. (Children COPY the phrase)
- Now, let's say it together. (REPEAT the phrase)

TASK 3: PLANNING GOOD, NUTRITIOUS MEALS

DO THIS: 1. SHOW CHILDREN FOOD CARDS AND HOLDERS.
EXPLAIN to the children:

- These are FOOD CARDS. On each card I have drawn a picture of a different food. On each card I have written the name of the food. On the back of each card I have written the correct food group.
(SHOW the front and back of a card to the children)
- These are the food card holders. I put all the GO FOODS in the GO FOOD holder, all the GROW FOODS in the GROW FOOD HOLDER, and all the HEALTHY HELPER FOODS in the HEALTHY HELPER HOLDER.



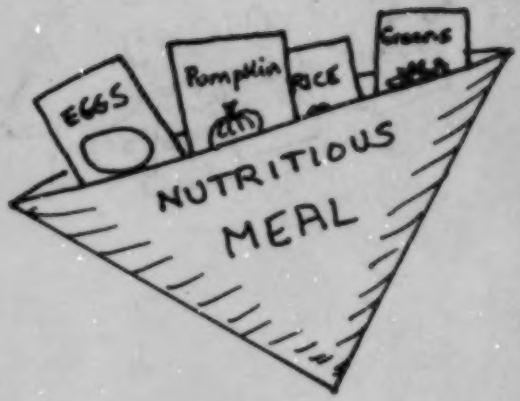
(Show the holders and put some correct cards into each holder)

- This is my NUTRITIOUS MEAL holder. In this holder, I am going to put foods from all three groups so that my meal will be a good, nutritious meal. (Put in foods to make a nutritious meal, making sure you have at least 1 card from each of the 3 groups.)

2. ASK the children:
   - Is my meal a good nutritious one? Why? (Take out one of the cards)
   - Is my meal nutritious now? Why not? What am I missing? (Add a card from the missing group with a different food on it)
   - Is my meal n utritious now? Why?

- Is it nutritious even though I didn't put the same food back? Why?
  (Take out another food group card from the holder)
- Is my meal nutritious now? Why not? What is missing now?
  (Add another food card but NOT from the missing group)
- Is my meal nutritious now? Why not? What is my meal missing still? What must I add to make my meal nutritious?
- What kinds of foods do we need for a nutritious meal?

3. TELL the children:
   - Now we are going to divide into small groups and make our own food cards and holders.



- When you have finished making your cards and food holders you can try to make up nutritious meals.

4. DIVIDE the children into small groups.
   DISTRIBUTE materials for making food cards and holders to each group.
   EXPLAIN to the children how to make the cards and holders.
5. When the children have finished the holders and some cards they can start to make their own nutritious meals.

   TELL the children:
   - Put all the food cards in their proper holders. GO FOODS should be in the GO FOOD HOLDER, GROW FOODS in the GROW FOOD HOLDER, and so on.

- Take the NUTRITIOUS MEAL HOLDER, and put in some foods to make a good meal. Try to make a meal that you like to cook or eat.
- Then check your meal. Does it have at least 1 GO, GROW and HEALTHY HELPER FOOD?
- If you are missing any food group, try again. Find a food from the missing food group holder that you can add to your meal to make it nutritious.

6. Let children MAKE their food card meals in their groups.
   BRING the class back together for review.

TASK 4: REVIEW

DO THIS: 1. ASK the children:

- What were some of the nutritious meals that you made?
  (Allow the children to tell about their meals)
- Did your nutritious meals have all three food groups? What did you do if one food group was missing?
- Do you think you would like to eat some of the meals that you made with cards today?
- Why do we need to eat food from all three groups everyday?
- Do we enjoy eating the foods that make us healthy?

2. TELL the children:
   - Today we learned about eating good foods for good health.
   - We found out that we need to eat foods from all 3 groups everyday.
   - We found out about nutrition, and about nutritious meals.
   - We discovered that a nutritious meal has all 3 food groups in it, and we practiced making our own nutritious meals with food cards.
   - We will use our food cards and food holders later on to learn more about good food for good health.
   - When you go home today, be sure to check and see if the meal you eat is a GOOD NUTRITIOUS MEAL!

LEARNING ABOUT THE FOODS WE EAT: LESSON 7-b

GOOD NUTRITION FOR HEALTHY EYES

TITLE: NIGHT BLINDNESS AND SICK EYES

MATERIALS YOU WILL NEED:

- Drawing of HEALTHY EYES
- Drawing of SICK EYES
- Chalk board

TEACHING OBJECTIVES:

BY THE END OF THE LESSON THE CHILDREN:

1. should know what night blindness is, and be able to describe its symptoms
2. should know how to tell if the eyes are sick because of poor nutrition

3. should understand that anyone who has night blindness or sick eyes should go IMMEDIATELY to the HEALTH CENTRE.

4. should understand that night blindness and sick eyes may lead to REAL BLINDNESS.

LESSON PLAN:

TASK 1: REVIEW

DO THIS: 1. ASK the children:

- Being blind makes many ordinary tasks and activities difficult or impossible to do. Can you name some of the things we talked about in our last lesson?
- What are some reasons people become blind?
- Can people become blind if they do not eat good nutritious food?
- Why do our eyes need good nutritious food?

2. TELL the children:

- Blindness makes life very difficult.

-Not only would life be very difficult, but we would also miss out on many things that we enjoy. We could never see the sunset, or enjoy the colours of the rainbow. We wouldn't know what anyone looked like; not even ourselves!

TASK 2: FINDING OUT ABOUT NIGHT BLINDNESS

DO THIS: 1. TELL the children:

- We can help each other and our families prevent some blindness.
- Sometimes there are some very clear signs that a person has problems with their eyes. If we notice these signs very quickly, and take the person to

the Health Centre, we may be able to prevent the person from becoming blind.

- Today we are going to find out about 2 different signs that a person may be having problems with his or her eyes.

2. ASK the children:
   - Do any of you ever find if hard to see when it starts to get dark?
   - Do any of you ever walk into furniture or trees at sunset?
   - Do you ever notice your brothers or sisters doing these things?
3. EXPLAIN to the children:
   - These are the main symptoms of something called NIGHT BLINDNESS.

   (WRITE "NIGHT BLINDNESS" on the chalk board)

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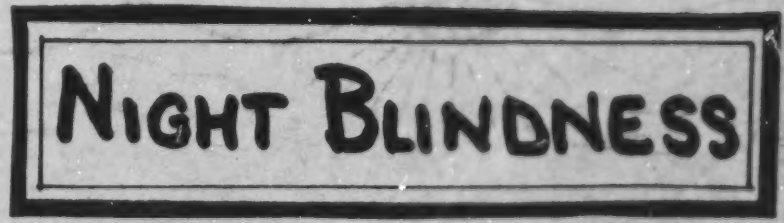


- Night blindness is <u>not</u> real blindness, BUT it can later become real blindness.
  (WRITE this phrase on the chalk board)
- Let's repeat this phrase.
  (Have children copy the phrase in their notebooks)
- If someone we know has night blindness, we must take them immediately to the Health Centre
  (WRITE this phrase on the chalk board)
- Let's repeat this phrase.
  (Have children copy the phrase in their notebooks)
- Now let's repeat both IMPORTANT phrases together.
  (REPEAT phrases together)

"Night blindness is not real blindness BUT it can later become <u>real blindness</u>."

- Let's say this together.
  (REPEAT together with the children)
- NIGHT BLINDNESS is not real blindness. It is when a person has difficulty seeing things in the dark (at sunset, or at night). It is when a person often bumps into objects in dark rooms or outside in the evening because he or she cannot see them.
- If our eyes are healthy, we are able to see things at night. If we have night blindness we cannot see in the the dark and often walk into things we cannot see.
- If we notice that we (or someone we know) have night blindness we must GO IMMEDIATELY TO THE HEALTH CENTRE.

TASK 3: FINDING OUT ABOUT SICK EYES

DO THIS:

1. TELL the children:
   - There is another way we can check our eyes to prevent blindness.
   - Sometimes people have a white foam on their eye. Sometimes they have a white spot or blue spot on their eyes. This means that their eyes are sick and need medicine.
   - People with white foam, or white or bluish spots on one or both of their eyes must go immediately to the Health Centre.
2. SHOW the children the drawing of the healthy eye.
   ASK the children:

HEALTHY EYE

- What does this eye look like?
- Do you see any white foam or blue or white spots on it?
- Do you think this eye is healthy?

3. SHOW the children the drawing of the sick eye.

   ASK the children:
   - What does this eye look like?
   - What can you see on this eye?
   - What do these spots and foam tell us?
   - If we saw someone with an eye like this what should we do IMMEDIATELY?

4. EXPLAIN to the children:
   - Sick eyes have foam or white or blue spots on them (like this eye)

   (WRITE this phrase on the chalk board)

SICK EYE

- Let's repeat this phrase.
  (Have children COPY the phrase in their notebooks)
- If someone we know has white foam or or white or blue spots on their eyes we should take them IMMEDIATELY to the Health Centre because they can become BLIND.
  (WRITE this phrase on the chalk board)
- Let's repeat this phrase.
  (Have children copy the phrase in their notebooks)
- Now let's repeat both IMPORTANT phrases together.
  (REPEAT phrases together)

5. Have the children CHECK each other's eyes.
   Have the children report to you any sick

eyes that they find.

TASK 4: REVIEW

DO THIS:

1. ASK the children:
   - What are two signs of NIGHT BLINDNESS?
   - Is night blindness REAL blindness?
   - Why is night blindness dangerous?
   - If we notice someone has night blindness, what must we do immediately?
   - What are the symptoms of sick eyes?
   - If we see someone with white foam or white or blue spots on their eyes what must we do immediately?
2. TELL the children:
   - Today we have learned two very important

ways to tell if someone has problems with their eyes.

- By noticing whether or not a person can see well in the dark or bumps into things at night, we can tell if they have night blindness.
- If we take someone with night blindness to the Health Centre immediately we can prevent them from having REAL blindness.
- By noticing whether or not a person has white foam, or white or blue spots on their eyes, we can tell if they have sick eyes.
- If we take someone with foam or spots on their eyes to the Health Centre we can help prevent them from becoming

blind.

- When you go home today, ask your family if anyone has difficulty seeing at night. Ask if anyone bumps into things when it's dark because they cannot see them.
- Also check the eyes of the people in your family. See if anyone has foam or white or blue spots on their eyes.
- If anyone in your family has night blindness or sick eyes, take them IMMEDIATELY to the HEALTH CENTRE.
- YOU CAN HELP PREVENT THEM FROM BECOMING BLIND!
- In our next lesson we will find out about good, nutritious foods we can eat to keep our eyes healthy and prevent blindness.

LEARNING ABOUT THE FOODS WE EAT: LESSON 7-c

GOOD NUTRITION FOR HEALTHY EYES

TITLE: EATING NUTRITIOUS FOODS FOR HEALTHY EYES

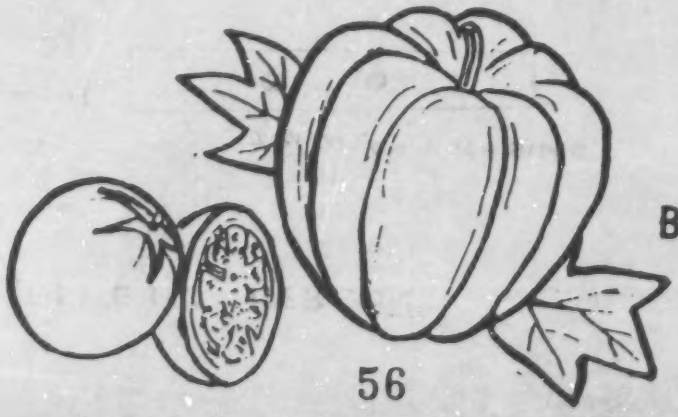
MATERIALS YOU WILL NEED:

- Some vitamin A-rich foods for the children to eat
- Materials for each child to make "HEALTHY EYES PERSON"
- Sample "Healthy Eyes Person"
- Chalk board
- Book or paper for each child

TEACHING OBJECTIVES:

BY THE END OF THE LESSON THE CHILDREN:

1. should know that they must eat certain foods for healthy eyes and to help prevent blindness.
2. should be able to name foods containing Vitamin A for healthy eyes.
3. should have eaten foods containing Vitamin A.
4. should have made a teaching tool to use with younger children to explain about eating good food for healthy eyes.
5. should have practiced using the teaching tool in class.



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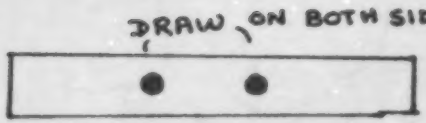
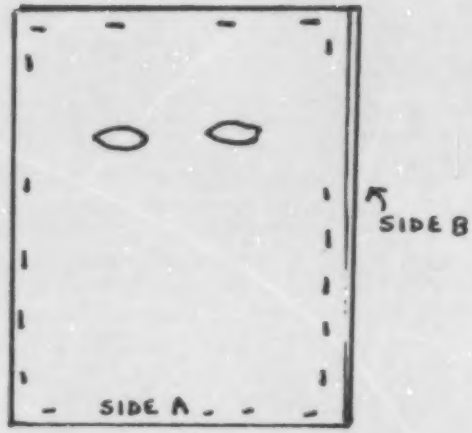
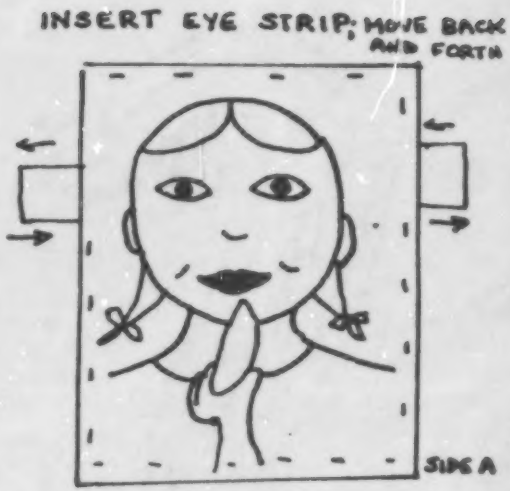
HEALTHY EYES PERSON







LESSON PLAN:

TASK 1: REVIEW

DO THIS: 1. ASK the children:

- Did everyone go home after our last lesson and check the people in their families for sick eyes and night blindness?
- Who can tell me what the signs are for sick eyes?
- If someone has white foam or white or blue spots on their eyes, what must you do immediately?
- Who can tell me what the signs of night blindness are?
- If someone has signs of night blindness, what must you do immediately?

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2. TELL the children:
   - We have already learned how to tell two warning signs for blindness.
   - We found out in another lesson that some blindness can also be prevented by eating nutritious foods.
   - Today we are going to find out more about those foods so that we can do more to prevent blindness.

TASK 2: FINDING OUT WHICH FOODS TO EAT FOR HEALTHY EYES

DO THIS: 1. SHOW the children the foods that you have brought to school.

TELL the children:
- These are foods which make our eyes strong and healthy.

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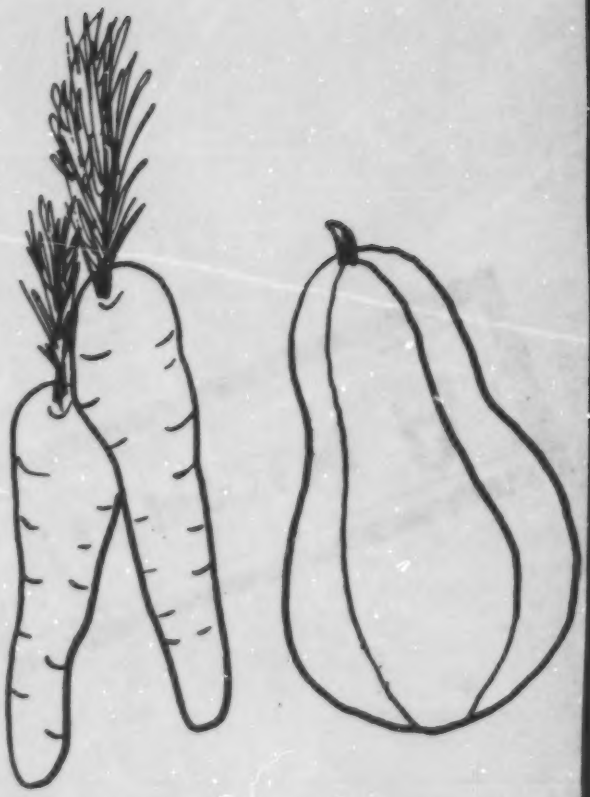
- Let's name these foods.
  (Name the foods together)
- These foods all have something in common. They all have something very special which our eyes need to be strong and healthy.
- This special something is called VITAMIN A.
  (WRITE VITAMIN A on the chalk board)
- Let's say this together.
  (REPEAT "vitamin A" together.)
- Vitamin A is found in many foods. In fact Vitamin A is found in all of the food groups. There is Vitamin A in GO FOODS like yellow sweet potatoes. There is Vitamin A in GROW FOODS like

liver. There is VITAMIN A in many different yellow, red and green HEALTHY HELPER fruits and vegetables.

- Vitamin A gives our eyes special helpers to be strong and prevent night blindness, sick eyes, and REAL BLINDNESS.

2. ASK the children:
   - Who has ever eaten any of these foods?
   - Which ones do you like?
   - Which ones do you eat often?
   - What is the special something which all of these foods have?
   - What does VITAMIN A do for our eyes?
   - Which food groups is VITAMIN A found in?
   - Can we find plenty of foods with VITAMIN A in them?
3. TELL the children:



- We need to eat plenty of foods with VITAMIN A in them to have strong healthy eyes and to prevent blindness.
  (WRITE this phrase on the chalk board)
- Let's say this important phrase together.
  (REPEAT the phrase together)
- Let's write this phrase in our notebooks so we will remember it. Along side it, let's write the names of some of the foods we can eat that have VITAMIN A in them.
  (Children copy the phrase and the names of foods in their notebooks.)

"We need to eat plenty of foods with Vitamin A in them to have strong healthy eyes and to prevent blindness."

TASK 3: HELPING OTHERS LEARN ABOUT FOODS FOR HEALTHY EYES

DO THIS: 1. TELL the children:

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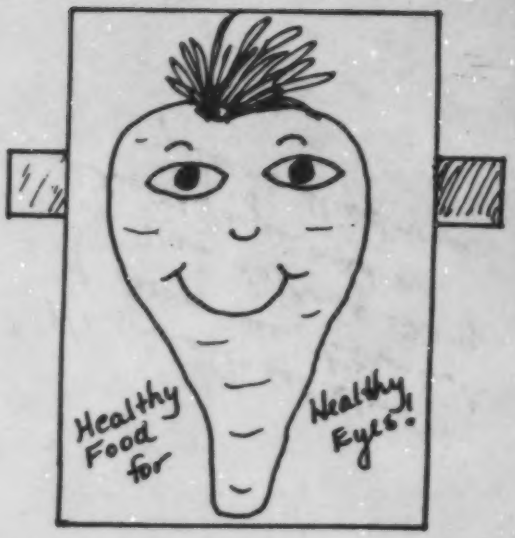
- It is very important to eat nutritious foods for healthy eyes.
- We should make sure that our younger brothers and sisters and other young children in our community know about eating foods for healthy eyes.
- Today we are going to make a simple teaching tool to help us tell younger children about eating good foods for healthy eyes.

2. SHOW the children the sample teaching tool you have made.

   EXPLAIN to the children:

   - This is a small tool for helping younger children learn about foods to eat for healthy eyes.



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- We can move the eyes back and forth like this. This helps small children to understand that the food on the card is for their EYES.
- I will give you all paper and pens to make your own card to teach younger children about eating good food for healthy eyes.

3. GIVE children materials to make the teaching tool.
   EXPLAIN to the children HOW to make it.
4. When the children have finished making their teaching tools, ask them to show their cards to the rest of the class.
   HAVE the children MOVE the eyes on their card.

5. TELL the children:
   - When we show this card to young children we can explain to them that they must eat plenty of the food on the card.
   - When we move the eyes on the card, we can tell them that eating this food will help them to have strong eyes.
   - Let the small children move the eyes one the card so they understand that we are telling them about EYES.
   - Let's pretend that we are showing this card to young children right now.
6. Have the children PRACTICE using the eye card with each other. They can take take turns pretending they are the small children who are being shown the card.

TASK 4: REVIEW

DO THIS: 1. ASK the children:

- What are some foods that we can eat to make our eyes healthy and prevent blindness?
- What is something special that all these foods have?
- In which food groups can we find VITAMIN A?
- Which food did you eat today to make your eyes healthy?
- What else can we do to help prevent blindness?
- If we know someone who has night blindness or white foam or white or blue spots on their eyes, what must we do?

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- What can we do to help our younger brothers and sisters and other young children learn about eating good foods for healthy eyes?
- Does anyone have any questions about using their "Healthy Eye Card" to teach younger children about good food for healthy eyes?
- Who would you like to teach about healthy eyes?

2. TELL the children:
   - Today we have found out about some different foods that we can eat to keep our eyes healthy and prevent blindness.
   - We have tasted some of these foods,

and they are helping our eyes right now to be healthy.

- We have learned about VITAMIN A, which is very important for healthy eyes.
- Now we know that we must eat foods with Vitamin A to have healthy eyes.
- We have also made something to help the younger children we know learn about good food for healthy eyes. Our "Healthy Eyes Card" will help younger children understand that they need to eat good food for their eyes, just like us.
- When you go home, be sure you use the "Healthy Eyes Card" to teach someone you know about healthy eyes. You will be helping them to have good eyes for a life-time!

THE SCHOOL GARDEN: LESSON 1

TITLE: WHAT IS THE SCHOOL GARDEN?

MATERIALS YOU WILL NEED:

- POSTER: "The School Garden"
- SONG: "I Went to the School Garden"

TEACHING OBJECTIVES:

BY THE END OF THE LESSON THE CHILDREN:

1. should understand why we have a school garden, including the following reasons;
   a) to learn about growing food
   b) to provide the school children with nutritious food for school meals

GARDENING

WHAT IS THE SCHOOL GARDEN?

c) to learn gardening methods which can be practised at home

d) to learn to work together to improve the nutrition and health of the school children

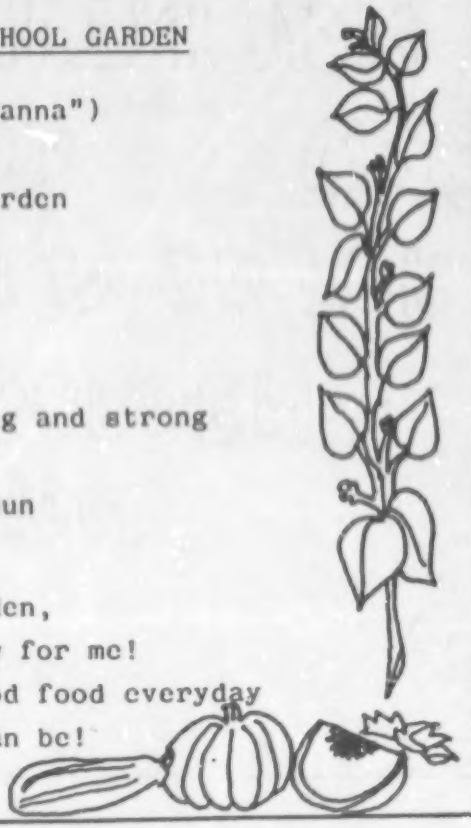
SONG: I WENT TO THE SCHOOL GARDEN

(TUNE: "Oh, Susanna")

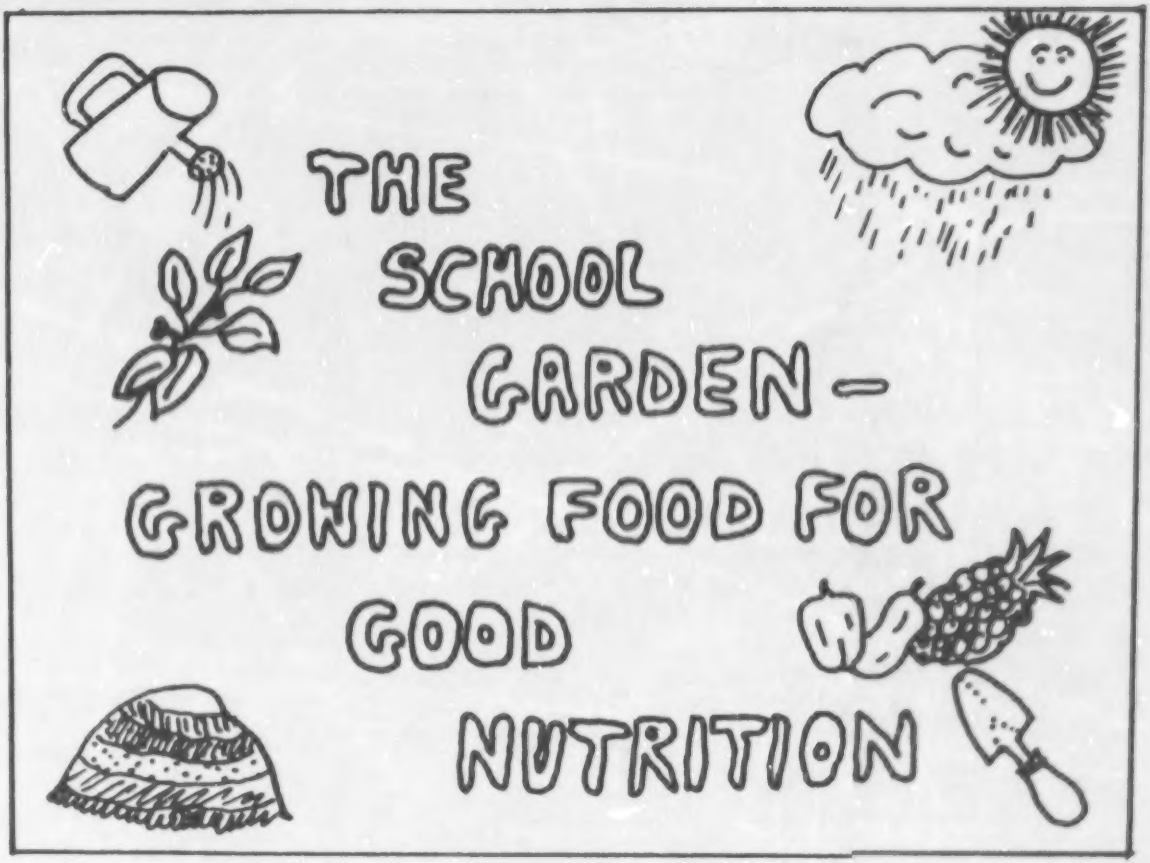
Oh, I went to the school garden
To plant some little seeds.
I gave them lots of water
And pulled out any weeds.

I helped the plants grow big and strong
And gave them lots of care.
They also needed rain and sun
And plenty of fresh air.

CHORUS: Oh, School Garden,
Oh how you grow for me!
You give me good food everyday
So healthy I can be!



POSTER: THE SCHOOL GARDEN



LESSON PLAN:

TASK 1: PLANNING A SCHOOL GARDEN

DO THIS: 1. TELL the children:

- We have learned about eating nutritious meals so that we have GO POWER to study, work and play.
- We found out that we must eat three types of food every day...GO FOODS, GROW FOODS and HEALTHY HELPER FOODS.
- We have practised making a nutritious meal together.

2. ASK the children:

- Where does the food we eat COME FROM? (From the shop, the market, the garden, etc.)

- What kind of food do we buy from the shop?
- What kind of food do we buy from the market?
- What kind of food comes from the garden or farm?
- What kinds of food can we grow in a garden?

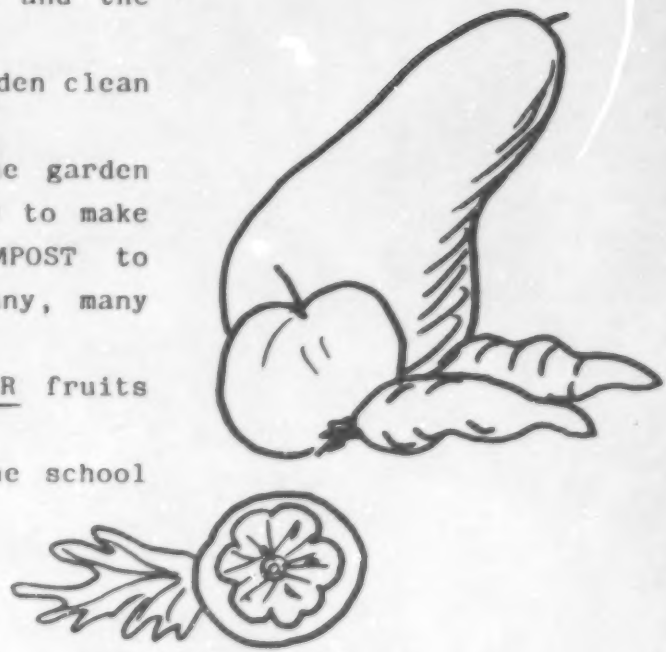
3. TELL the children:
   - We are going to start a very important project.
   - We are going to plan a school garden so that we can grow vegetables and fruit at school.
   - We will need to plan very carefully so that the school garden provides us with good nutritious food.
   - I'd like you all to think about the school garden; what we will grow, where we will have it, who will take care of the garden, how we

will grow the vegetables and fruit, etc.

4. ASK the children:
   - What are some things we must think about before we make the garden?
     (Where it will be, what will be planted, who will take care of the plants, how we can keep the soil and plants healthy, how we can get seeds, fertilizer and tools, etc.)
   - What kinds of foods do we need everyday?
     (Go foods, Grow foods, Healthy Helper foods)
   - Which Go foods can we plant in our garden? Which Grow foods? Which Healthy Helper foods?
     (Answers will depend on available foods and on gardening conditions in your area)
5. EXPLAIN to the children:
   - We will need to learn many things about gardening

as we make the school garden.

- We will need to ask advice from people in our community who know many things about farming and gardening.
- We will learn about the plants we can grow, about the tools we need to use, and the way we should care for our garden.
- We will learn ways to keep the garden clean and free from weeds and pests.
- We will find out how to keep the garden soil healthy and fertile, and how to make a special fertilizer called COMPOST to help the garden grow food for many, many years.
- We will plant many HEALTHY HELPER fruits and vegetables for school meals.
- We will use what we learn from the school



garden and practice it at home in the family garden.

- We can plant fruit trees for the children who will come to this school many years after us.
- The school garden will help us and also help our families and the community we live in.

6. ASK the children:
   - What would you like to grow in the school garden?
   - Where should we grow it?
7. Have each child DRAW in their notebook the foods they would like to grow. Have some children draw their ideas on the black board.

PLANT A GARDEN THAT WILL SUPPLY FOOD FOR SCHOOL LUNCHES ALL-YEAR-ROUND

APPENDIX

The following charts outline the contents of the Unesco Sourcebook for Classroom Nutrition Teaching-Learning, including topics and lesson presented in each section. For each key topic, related lessons in other subject areas are indicated.

SCIENCE

The SCIENCE section deals with the study of foods and how they are used by the body to maintain good health. Emphasis is placed on awareness of food habits, preferences and practices, as well as food availability in the community. Students learn how to plan nutritious diets to prevent malnutrition and certain dietary deficiencies.

KEY CONCEPTS:

- A variety of nutritious foods are needed everyday to achieve and maintain good health.
- A nutritious diet includes plenty of foods from the 3 Food Groups; Go Foods, Grow Foods, and Healthy Helper Foods.
- Food habits, preferences, practices and availability affect the diet.
- Planning a nutritious diet requires knowledge of the body's nutritional needs.
- Poor nutrition (malnutrition) can result from an inadequate diet.
- Night blindness and sick eyes can be caused by an inadequate diet.
- Night blindness and sick eyes can result in real blindness and require immediate medical care.

TOPICS	LESSONS	RELATED LESSONS IN OTHER SUBJECT AREAS
NUTRITION AND FOOD GROUPS (Lessons 1 - 4)	- We need Many Different Foods - Go Foods for Study, Work and Play - Grow Foods to Grow Big and Strong - Healthy Helper Foods to Keep Us Strong and Fight Sickness	SCIENCE & MATH (4-6) LANGUAGE ARTS (Dental Care 2) EATING-AT-SCHOOL(1,2) AGRICULTURE (1,2) SOCIAL STUDIES (1-3;6)
PLANNING HEALTHY DIETS (Lessons 5, 6)	- Eating Good Food to Be Healthy - Planning a Good Nutritious Diet for Good Health	SCIENCE & MATH (4-6) SOCIAL STUDIES (1-3; 6,8) EATING-AT-SCHOOL (2,3)
IMPORTANCE OF VITAMIN A (Lessons 7-a,7-b,7-c)	- The Importance of Our Eyes - Night Blindness and Sick Eyes - Eating Nutritious Foods for Healthy Eyes	AGRICULTURE (2,4) SCIENCE & MATH (4-6)

LANGUAGE ARTS

LANGUAGE ARTS presents three stories on topics of nutrition and health. Each story is accompanied by a group of appropriate lessons on the topic. These stories and lessons provide examples to follow for preparing others on topics of nutrition and health.

KEY CONCEPTS:

DIARRHEA:
- Diarrhea is a dangerous sickness because it causes people to become dehydrated.
- A person with diarrhea must be given a proper mixture of liquid, sugar and salt to prevent dehydration.
- A person with diarrhea needs a special diet, and if the diarrhea persists, medical care.

COMPOST:
- Compost is a simple, inexpensive way to improve and fertilize garden soil and remove unwanted rubbish from the community.
- Compost can be made by school children for use in school or home gardens.

DENTAL CARE:
- Strong, healthy teeth are an essential component of good health.
- Eating good, nutritious food, carefullly and regularly cleaning the teeth, and protecting teeth from damage are necessary to ensure good teeth for a lifetime.
- Sweet sugary foods are bad for the teeth and can actually destroy them.

TOPICS	LESSONS	RELATED LESSONS IN OTHER SUBJECT AREAS
TREATMENT OF DIARRHEA (Lessons 1 - 6)	- Diarrhea is Any Bowel Movement that is Liquid and Watery - Diarrhea is Dangerous - The Special Diarrhea Drink - What and How to Feed a Child With Diarrhea - Review Lessons on Diarrhea I and II	SCIENCE AND MATH (4-6) SOCIAL STUDIES (2,3,7,8) EATING-AT-SCHOOL (5-8)
MAKING COMPOST (Lessons 1,2)	- Making Compost - The School Compost Pile	AGRICULTURE (1-6)
DENTAL CARE (Lessons 1 - 4)	- Observing Teeth - Problems With Our Teeth - Taking Care of Our Teeth - Sharing What We Know About Dental Care With Others in the Community	SCIENCE (1-6) SCIENCE ANND MATH (1)

EATING-AT-SCHOOL

(SCHOOL MEALS)

EATING-AT-SCHOOL covers the planning, preparation and eating of school meals; either morning or mid-day meals. Lessons provide opportunities to learn about the importance of these meals, and how to make sure they are nutritious. Other related topics such as safe, clean water; clean food preparation, storage and service; and safety when preparing meals are included in this section.

KEY CONCEPTS:

- Nutritious morning and mid-day meals are important components of a healthy diet.
- A nutritious morning or mid-day meal includes foods from all three food groups.
- Cleanliness is essential for preparing, serving and eating safe, healthy meals.
- Hands must be washed regularly and especially before touching or eating food and after using the toilet.
- Foods should be stored in clean, appropriate containers for protection from flies and other pests.
- Cooking and eating utensils must be washed, dried and stored properly.
- Drinking plenty of clean safe water is essential for good health.
- Water that is unsafe must be boiled before drinking.

TOPICS	LESSONS	RELATED LESSONS IN OTHER SUBJECT AREAS
IMPORTANCE OF A MORNING MEAL (Lessons 1 - 3)	- Eating in the Morning Before Coming to School - Looking At What Foods Make Up a Nutritious Morning Meal - Preparing a Good Nutritious Morning Meal Together	SCIENCE (1-6) SOCIAL STUDIES (3-6) SCIENCE AND MATH (4-6)
CLEAN SAFE FOOD AND WATER (Lessons 3 - 8; 10)	- Preparing a Good Nutritious Morning Meal Together - Keeping Our Food, Dishes and Cooking Area Clean and Free From Flies - Water We Drink Must Be Safe - Drinking Plenty of Clean Water - Washing and Storing Cooking and Eating Utensils - Storing Foods in a Clean Place - Serving Meals	SOCIAL STUDIES (7,10)
SAFETY WHEN COOKING (Lesson 9)	- Safety Rules for Cooking Food	- - -

AGRICULTURE

The AGRICULTURE section provides lessons on planning a school garden and simple gardening techniques for growing fruits and vegetables. A School Garden enables students to learn practical agricultural skills, to realize their own capabilities for providing good, nutritious foods, and, in addition, to interact with other community members who can offer advice and skills on gardening.

KEY CONCEPTS:

- A school garden provides practice and instruction in how to grow food for better nutrition.
- Gardening is a means for students to learn to work cooperatively for improved nutrition and health.
- A good food garden has plenty of fruits and green vegetables.
- A School Garden can provide nutritious foods for school meals.
- Gardening techniques learned at school can be practiced at home and in the community.
- Mulch is a means to keep soil fertile and healthy for better crops.
- Fruit trees are important in school gardens to provide healthy food for future school children.
- Compost is the best fertilizer for school gardens because it is inexpensive, easy to make and makes use of many waste materials in the community.
- Persons with agricultural knowledge and skills in the community are important resources for making a school garden.

TOPICS	LESSONS	RELATED LESSONS IN OTHER SUBJECT AREAS
PLANNING A SCHOOL GARDEN (Lesson 1)	- What is the School Garden?	SOCIAL STUDIES (10)
GROWING GOOD NUTRITIOUS FOOD (Lessons 2, 4, & 5)	- Growing Healthy Helper Fruits and Vegetables - Growing Fruit Trees - Making a Fruit Tree Nursery	SCIENCE (1-6) SOCIAL STUDIES (1) EATING-AT-SCHOOL (1-3)
GARDENING TECHNIQUES (Lessons 3 & 6)	- Mulch - Making Compost for the School Garden	LANGUAGE ARTS (Compost 1,2)

SCIENCE AND MATH

The SCIENCE AND MATH section introduces growth measurement and the importance of checking the growth of young children. Measuring the growth of young children is one means of checking for good nutrition. Students are given opportunities to learn different methods of growth measurement and to practice these techniques on younger children in the community. Information and practices for improving the nutrition and health of children who are not growing well are also provided in this section.

KEY CONCEPTS:

- Measuring the growth of young children is one important way to check their growth and nutritional level.
- A young child needs plenty of good nutritious food to grow strong and healthy.
- Malnutrition is dangerous for young children and can lead to death.
- Children who are sick or malnourished need more food and immediate medical care.
- The Arm Strip Test is one method for checking the nutritional status of young children.
- The results of growth measurements must be carefully noted to provide a record of a child's growth.
- Young children have smaller stomachs and need to eat more and smaller meals each day.
- Mother's Milk is the best food for babies and young children.

TOPICS	LESSONS	RELATED LESSONS IN OTHER SUBJECT AREAS
GROWTH MEASUREMENT TECHNIQUES (Lessons 1 - 3)	- Measuring the Growth of Our Young Friends - Arm Strip Test for Checking Nutrition - Practice Using the Arm Strip in Class	SOCIAL STUDIES (4-6) OUT-INTO-THE-COMMUNITY (1,2)
NUTRITION AND MALNUTRITION (Lessons 4 - 6)	- The Nutrition of Our Younger Brothers and Sisters - Young Children Who are Sick or Malnourished Need More Food - Review Lesson on Nutrition & Malnutrition	SOCIAL STUDIES (1-8) AGRICULTURE (1,2) OUT-INTO-THE-COMMUNITY (1,2) EATING-AT-SCHOOL (1-3)

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SOCIAL STUDIES

The SOCIAL STUDIES section introduces topics concerning nutrition and health needs of others in the community. This section is designed to make students aware of the special needs of mothers, babies, and young children at home and in the community. Students are also encouraged to assume roles as promoters of good nutrition and health by checking the nutrition of those with special needs.

KEY CONCEPTS:

- Babies, young children, and expectant and breast-feeding mothers have special nutritional needs.
- Iron is an essential nutrient for maintaining good health and preventing anaemia.
- Mother's Milk is the best food for babies and can be given to children up to two years of age.
- As a child grows older, the amount and types of food eaten must increase.
- Giving milk to babies in bottles or cups can kill them.
- Mother's milk should be stopped gradually and replaced with extra food and safe water to prevent malnutrition.
- Immunisations are a way to protect the body from many dangerous and deadly sicknesses.

TOPICS	LESSONS	RELATED LESSONS IN OTHER SUBJECT AREAS
SPECIAL FOODS FOR SPECIAL PEOPLE (Lessons 1 - 3; 7, 8)	- Learning About Foods: Foods for Mothers - Learning About Foods: Foods for Babies and Young Children - Learning About Foods: Foods for Small Children - The Dangers of Giving Babies Milk in Bottles and Cups - Stopping Mother's Milk	SCIENCE AND MATH (1-6) OUT-INTO-THE-COMMUNITY (1,2)
BREASTFEEDING AND THE DANGERS OF BOTTLEFEEDING (Lessons 2, 3; 6 - 8)	- Learning About Foods: Foods for Babies and Young Children - Learning About Foods: Foods for Small Children - The Dangers of Giving Babies Milk in Bottles and Cups - Stopping Mother's Milk	SCIENCE AND MATH (4)
IMMUNISATIONS	- Fighting Sickness in Our Community: Immunisations	- - -
COMMUNITY HEALTH (Lesson 10)	- Our Community: Is it Healthy?	OUT-INTO-THE-COMMUNITY (1,2)

GOING OUT INTO THE COMMUNITY

The final section, GOING OUT INTO THE COMMUNITY provides practical ideas for students and teachers to share information and skills learned at school with others in the community. Ideas and guidelines for the preparation and presentation of a Community Nutrition Get-Together are presented in this section. Two lessons provide information on HOW TO PREPARE the Community Nutrition Get-Together and HOW TO FOLLOW UP the presentation. These lessons can be used to cover any topic or group of topics found in the Classroom Sourcebook.

To assist teachers in preparing a Community Nutrition Get-Together, specific guidelines and related lessons are given for the topic of Measuring Growth. This is one example of a Community Nutrition Get-Together to be used as a guideline for any other selected topic.

KEY CONCEPTS:

- Teachers and students of nutrition and and health have important roles to play as messengers of information and good nutrition practices.
- If knowledge and skills are shared with other members of the community, the likelihood of better nutrition and health for all is increased.
- The Community Nutrition Get-Together is one means for information and skills learned at school to be shared with others in the community.

CONTENTS	LESSONS	OTHER RELATED SUBJECT AREAS
THE COMMUNITY NUTRITION GET-TOGETHER (Lessons 1,2)	- Preparation for the Community Nutrition Get-Together - Follow Up to the Community Nutrition Get-Together	SCIENCE SCIENCE AND MATH AGRICULTURE SOCIAL STUDIES LANGUAGE ARTS EATING-AT-SCHOOL

GUIDELINES FOR A COMMUNITY NUTRITION GET-TOGETHER

- Preparation and Practice
- Important Points in Giving a Presentation
- Where to Hold the Community Nutrition Get-Together
- When and How to Arrange the Community Nutrition Get-Together
- Schedule of Events and Activities
- How to Present Information
- Follow up to the Community Nutrition Get-Together

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